

5-Year Curriculum Renewal Cycle

Pre-K-5

Rationale

The Hasbrouck Heights Public School district consists of two elementary schools, Euclid and Lincoln, and one Middle/High School. The elementary schools instruct approximately 900 students in 12 content areas spanning grades Pre-K through 5. Hasbrouck Heights schools will revise all district curricula every 5 years. Additionally, changes in state and national standards, state and national assessment practices, available curriculum materials, district leadership, and trends in the field can cause more frequent modifications to district programs.

It is absolutely critical that teachers are provided the support, training, instructional resources and positive educational climate to successfully implement all curricula in a manner that allocates district resources wisely and effectively. The Hasbrouck Heights Public School 5-year Curriculum Renewal Cycle for grades Pre-K-5 is a systematic process.

Overview

Curriculum renewal is a 5-step cyclical process by which all district curricula is analyzed and designed in a systematic and collaborative manner. The process provides for a comprehensive evaluation of each district program content, an inclusive development process, a thoughtful and careful implementation, revision based on experience, and time for program effectiveness to be realized.

This model will facilitate effective and fiscally responsible use of district resources. Budget allocations for supplies and materials, textbooks and staff development can be focused on the successful implementation of the revisions to an existing program or new program. Additionally, this phased approach to curriculum renewal will facilitate teachers' focus in implementing new programs by allowing them to concentrate on one major area of content at a time rather than attempting to manage multiple initiatives. This model will be phased according to this table.

	YEAR 1 (RESEARCH) Research and Review of Materials	YEAR 2 (WRITE/REVISE) Write/Revise Curriculum and Select Materials	YEAR 3 (IMPLEMENT) Implement Curriculum with Professional Development	YEAR 4 (ANALYZE) Collect and Analyze Data Regarding Effectiveness	YEAR 5 (EVALUATE) Evaluate Curriculum; Make Recommendations for Next Cycle
2014-2015	Reading (K-2) ESL	Social Studies World Language	Writing Technology Music	Math Physical Education/Health	Science Reading (3-5) Visual Art
2015-2016	Science Reading (3-5) Visual Art	Reading (K-2) ESL	Social Studies World Language	Writing Technology Music	Math Physical Education/Health
2016-2017	Math Physical Education/Health	Science Reading (3-5) Visual Art	Reading (K-2) ESL	Social Studies World Language	Writing Technology Music
2017-2018	Writing Technology Music	Math Physical Education/Health	Science Reading (3-5) Visual Art	Reading (K-2) ESL	Social Studies World Language
2018-2019	Social Studies World Language	Writing Technology Music	Math Physical Education/Health	Science Reading (3-5) Visual Art	Reading (K-2) ESL

Review and Research

This is the process of comparing the actual district program to ideal programs that may exist in other districts or the new program desired in our district.

The ideal program will be determined by conducting a comprehensive review of research and recommendations of best practice, reviewing state and national standards in the given field and conducting a complete scope and sequence of the standards. A variety of data is gathered and reviewed in determining what the actual, new program may look like. This data might include but would not be limited to:

- Review of current curriculum documents
- Results of curriculum mapping/scope and sequence exercises
- Assessment of staff development
- Feedback from staff, parents and students
- Review of standardized assessment data
- Review of district assessment data
- Analysis of the interrelationship between the area and other content areas

Curriculum Development

This process begins with establishing a shared vision for the program content, mission statements that will lead to the fulfillment of the vision and a completed scope and sequence/curriculum map. The vision/goal of the program describes the shared values the school community holds regarding the program. The mission statements describe what needs to be accomplished on the path to fulfilling the vision/goal.

During the curriculum development process, all program options are considered and investigated. Pilots may take place to determine the effectiveness of options. When pilots are used they are carefully evaluated and research-based decisions are made regarding content, scope, and sequence.

This is the stage in which actual curriculum is written. Involvement of staff and administration is absolutely critical at this stage. This is also the time we plan for the program evaluation. The foundations of program evaluation should be established during this stage. Benchmarks for program success and student success indicators have to be established during the scope and sequence portion of this process and assist us in determining if the program is working.

The actual writing of the curriculum is completed during staff development days and/or during summer professional development. A Curriculum Writing Committee under the direction of the Superintendent and administrators from each level of education are responsible for completing this task. The following timeline describes the process to be used for curriculum writing.

Initial Curriculum and Program Implementation

This is the stage when the curriculum is put into practice in classrooms.

Staff development is the major focus during this stage. Workshops are planned during the school year and/or summer to support the implementation. District staff development time, grade level meetings and/or department meetings will be used to provide staff training for successful implementation. Other support systems for teachers are put in place. These might include, but are not limited to, email support, a mentor system, a buddy system, PLC, or other innovative strategies. Time is allocated from department/team level meetings to articulate about the new curriculum and share strategies that work.

Curriculum Revisions

Based on input gathered during the school year and feedback from teachers and administrators some revisions to the curriculum may be necessary.

Full Implementation

At this point, the program is fully operational in all the target classrooms. Teachers are implementing curriculum and instruction in direct alignment with the newly established program. This full implementation continues throughout the curriculum evaluation and development years. This is a stage to continue to collect data for comprehensive program evaluation the following year. Staff development could be done in needed areas.

5-Year Curriculum Renewal Cycle for Grades 6-12

Rationale

The Hasbrouck Heights Public Schools Middle School and High School instruct approximately 1000 students spanning grades 6 through 12. Hasbrouck Heights schools will revise all district curricula every 5 years. Additionally, changes in state and national standards, state and national assessment practices, available curriculum materials, district leadership, and trends in the field can cause more frequent modifications to district programs.

It is absolutely critical that teachers are provided the support, training, instructional resources and positive educational climate to successfully implement all curricula in a manner that allocates district resources wisely and effectively. The Hasbrouck Heights Public School 5-year Curriculum Renewal Cycle for grades 6-12 is a systematic process.

Overview

Curriculum renewal is a 5-step cyclical process by which all district curricula is analyzed and designed in a systematic and collaborative manner. The process provides for a comprehensive evaluation of each district program content, an inclusive development process, a thoughtful and careful implementation, revision based on experience, and time for program effectiveness to be realized.

This model will facilitate effective and fiscally responsible use of district resources. Budget allocations for supplies and materials, textbooks and staff development can be focused on the successful implementation of the revisions to an existing program or new program. Additionally, this phased approach to curriculum renewal will facilitate teachers' focus in implementing new programs by allowing them to concentrate on one major area of content at a time rather than attempting to manage multiple initiatives. This model will be phased according to this table.

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2014-2015	Science Physical Education English Language Learners Gifted & Talented	Social Studies	Math LA Business	World Language	Art Music
2015-2016	Art Music	Science Physical Education English Language Learners Gifted & Talented	Social Studies	Math LA Business	World Language
2016-2017	World Language	Art Music	Science Physical Education English Language Learners Gifted & Talented	Social Studies	Math LA Business
2017-2018	Math LA Business	World Language	Art Music	Science Physical Education English Language Learners Gifted & Talented	Social Studies
2018-2019	Social Studies	Math LA Business	World Language	Art Music	Science Physical Education English Language Learners Gifted & Talented

Review and Research

This is the process of comparing the actual district program to ideal programs that may exist in other districts or the new program desired in our district.

The ideal program will be determined by conducting a comprehensive review of research and recommendations of best practice, reviewing state and national standards in the given field and conducting a complete scope and sequence of the standards. A variety of data is gathered and reviewed in determining what the actual, new program may look like. This data might include but would not be limited to:

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POLICY

5111.1 EXCHANGE STUDENT PROGRAMS

The Board of Education recognizes that exchange students represent a valuable addition to the student body. The Superintendent is authorized to arrange participation in student exchange programs which have been granted full listing by the C.S.I.E.T. (Council on Students for International Educational Travel). The Superintendent of Schools is authorized to admit in the district, without tuition charges, exchange students who have been placed in district homes by an organization on the United States Department of State list of "Organizations to Administer a High School Exchange Visitor Program". Such programs, to be approved by the Superintendent for this purpose, must, however, send or permit the sending of local pupils to other countries on an equitable exchange basis.

The Board concurs with the Council Standards for International Educational Travel (CSIET) and recognizes that the following aims and objectives are components for a successful exchange program experience:

- Travel and sightseeing
- Language study and experience
- Cultural contact
- Study in a special field or area
- Home stay experience

Within a given school year, a maximum of one exchange student may be accepted at the secondary level. Exchange students shall meet the following conditions: attend for one full academic school year (no partial year programs); the educational experience at HHHS shall be for the third year of high school (junior year); no more than two exchange students shall be accepted from any one sponsoring organization; in a given year no two exchange students shall be from the same country; students shall not be 18 years of age at any time during the exchange year.

The school district must be notified prior to March 15 of exchange students who intend to enter for the coming school year. Due to scheduling, all exchange students shall be accepted and enrolled no later than July 1 of the upcoming school year beginning in September. Host family and the agency representative will meet with the designated High School administrator and review Exchange Program Policy prior to April 30.

No Board employee shall sign an I-20 Form at the request of the sponsoring agency. No employee will sign an F-1 visa. Exchange students must have already been granted the appropriate J-1 Visa to study in the United States before being accepted as an exchange student at the High School.

Exchange students must be placed with host families who are current residents of the district. Host families will be required to provide residency documentation as is required for all enrolling students.

Parents/guardians of district pupils who wish to participate in exchange programs are totally responsible for the expenses and safety of their student. Exchange students may participate in any school activities and extra-curricular activities for which they are eligible. All other policies that apply to students shall apply for

exchange students. Eligibility for athletics will be based on the same process and procedures as those for students transferring from other schools.

On recommendation of the Superintendent, the board will provide appropriate instructional materials for exchange students coming to the district, but will bear no other expense for them, nor will the board pay any part of the expenses of district pupils taking part in the program. The exchange student is expected to maintain a satisfactory attendance, discipline, and academic record.

A copy of the signed agreement will be forwarded to the Exchange Student's parents and the student by the agency representative. Each will review the policy and sign the school permission forms.

The representative of the exchange program agency will confirm first hand, prior to enrollment that the exchange student has an adequate English language proficiency that will allow him/her to function successfully.

All home school's academic records and transcripts will be translated into English and provided by the home school principal.

The transcript or a letter from the home school principal will indicate the number of years required in the home country for the completion of secondary school. The Principal will also confirm the junior year status of the student.

Regular monthly contact and reports shall be maintained and provided by the local representative to the host family, exchange student's family and the guidance counselor of the exchange student.

Host families, exchange program representatives and student signatures on this policy statement are the confirmation, understanding, and agreement with all of the above. Furthermore, all parties clearly understand that exchange students do not receive a high school diploma, nor participate in graduation exercises as part of the exchange program experience.

At the successful conclusion of the student's academic year an official transcript will be forwarded to the student's home school principal.

First Reading: January 22, 2015

2460 SPECIAL EDUCATION

The Hasbrouck Heights Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide **and District-wide** assessments or ~~the an applicable a~~Alternative Proficiency ~~a~~Assessment in grades three, four, five, six, seven, eight, and eleven in accordance with their assigned grade level.
7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.
8. A free appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school:



- a. The obligation to make a free, appropriate public education available to each eligible pupil begins no later than the pupil's third birthday and that an individualized education program (IEP) is in effect for the pupil by that date;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
 - c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;
 - d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the pupil's disability; and
 - e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil's home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
 10. Full educational opportunity to all pupils with disabilities is provided.
 11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.
 12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
 13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.



14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
 - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
 - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.
17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.



POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
2460/page 4 of 4
Special Education

18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Special Education Department website of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil's IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 20 November 2014
Revised (First Reading): January 22, 2015



AP/HONORS: ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and
ACCOUNTABILITY

The Board of Education recognizes that the use of academic standards, academic assessments and accountability are important factors in determining student success.

The Board, therefore, directs the instructional program of this district to include criteria for honors and advanced placement classes.

The Superintendent or his/her designee shall develop and review, in consultation with the Board of Education, a system for determining the criteria necessary for entrance to and exit from advanced placement and honors classes.

First Reading: January 22, 2015

AP/HONORS: ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and
ACCOUNTABILITY

If a student finishes with a B minus in their current Honor's course, the student will be placed on probation the following year. If the student does not bring the average to a B or higher by year end, the student will be removed from the honor's track. If a student scores under an 80 in their current Honor's course, the student will not be placed in an honors course the following school year.

All students that enroll into AP classes must take the AP test at the end of the course. A score of 4 or 5 will result in a 100% reimbursement of the test fee.

MATHEMATICS COURSES

Students must be enrolled in both Math Honor Classes in Middle School. Both classes will averaged in 6th, 7th, and 8th grade to qualify.

6TH GRADE HONORS MATH

Any student who attains a minimum score of a 90 in 5th grade math and scores advanced proficient on the Middle School Math Assessment in May.

7TH GRADE HONORS MATH

Student attains an 83 final average in Honors 6th Grade Math.
OR Student attains a 90 final average in 6th Grade Math

8TH GRADE ALGEBRA 1 HONORS or 8TH GRADE HONORS
MATH/ MATH TOPICS HONORS

Student attains an 83 final average in Honors 7th Grade Math.
OR Student attains a 90 final average in 7th Grade Math

9TH GRADE ALGEBRA 1 HONORS

Student attains an 83 final average in Honors 8th Grade Math Classes.
OR Student attains a 90 final average in 8th Grade Math Classes

GEOMETRY HONORS

Student attains an 83 final average in Algebra 1 Honors.
OR Student attains a 90 final average in Algebra 1.

HONORS ALGEBRA 2

Student attains an 83 final average in Honors Geometry.
OR Student attains a 90 final average in Geometry

HONORS PRECALCULUS / HONORS TRIGONOMETRY

Student attains an 83 final average in Honors
Algebra II OR Student attains a 90 final average in
Algebra II

ADVANCED PLACEMENT CALCULUS/ADVANCED PLACEMENT STATISTICS

Student attains an 83 final average in Honors Precalculus and attains a minimum of an 80 final average in English
OR student attains a 90 final average in Precalculus and attains a minimum of an 80 final average in English

SCIENCE COURSES

PRE-AP BIOLOGY

Student attains a 90 final average in 8th grade
Science

PRE-AP CHEMISTRY

Student attains an 83 final average in Pre-AP Biology
OR Student attains a 90 final average in Biology

PRE-AP PHYSICS

Student attains an 83 final average in Pre-AP
Chemistry OR Student attains a 90 final average in
Chemistry

ADVANCED PLACEMENT BIOLOGY

Student attains an 83 final average in Pre-AP Biology
and attains a minimum of an 80 final average in
English OR Student attains a 90 final average in
Biology and attains a minimum of an 80 final average
in English

ADVANCED PLACEMENT CHEMISTRY

Student attains an 83 final average in Pre-AP
Chemistry and attains a minimum of an 80 final
average in English OR Student attains a 90 final
average in Chemistry and attains a minimum of an
80 final average in English

ADVANCED PLACEMENT PHYSICS

Student attains an 83 final average in Pre-AP Physics
and attains a minimum of an 80 final average in
English OR Student attains a 90 final average in
Physics and attains a minimum of an 80 final average
in English

ADVANCED PLACEMENT ENVIRONMENTAL

Student attains an 83 final average in Pre-AP
Chemistry OR Student attains a 90 final average in
Chemistry

BUSINESS

ADVANCED PLACEMENT MACROECONOMICS

Student attains an 83 final average in math and
language arts
Student completed Personal Finance

SOCIAL STUDIES

PRE-AP WORLD HISTORY

Student attains a 90 final average in 8th grade Social Studies

PRE-AP US HISTORY 1(EARLY US)

Student attains an 83 final average in Pre-AP World History OR Student attains a 90 final average in World History

PRE-AP US HISTORY 2(MODERN US)

Student attains an 83 final average in Pre-AP US 1 OR Student attains a 90 final average in US 1

ADVANCED PLACEMENT HISTORY CLASSES

Student attains an 83 final average in Pre-AP US 2 and attains a minimum of an 80 final average in English

OR Student attains a 90 final average in US 2 and attains a minimum of an 80 final average in English

ADVANCED PLACEMENT PSYCHOLOGY

Student attains a 90 final average in Psychology

WORLD LANGUAGES

ADVANCED PLACEMENT WORLD LANGUAGES

Student attains a 90 final average in their third (or fourth) year of a World Language.

LANGUAGE ARTS

Student must be enrolled in both Language Arts Honor Classes in 6th and 7th Grade. Both classes will be averaged from 5th, 6th, and 7th grades to qualify.

HONORS READING/WRITING 6

Any student who attains a minimum average of 90 in 5th grade Language Arts and scores advanced proficient on the Middle School Language Art Assessment in May

HONORS READING/WRITING 7

Student attains an 83 final average in Honors 6th Grade.
OR Student attains a 90 final average in 6th Grade English

HONORS LANGUAGE ARTS 8

Student attains an 83 final average in Honors 7th Grade.
OR Student attains a 90 final average in 7th Grade English

PRE-AP ENGLISH 9

Student attains an 83 final average in Honors 8th Grade.
OR Student attains a 90 final average in 8th Grade English

PRE-AP ENGLISH 10

Student attains an 83 final average in PAP English 9
OR Student attains a 90 final average in 9th Grade English

PRE-AP ENGLISH 11

Student attains an 83 final average in PAP English 10
OR Student attains a 90 final average in 10th Grade English

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Student attains an 83 final average in PAP English 10 or 11
OR Student attains a 90 final average in 11th Grade English

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Student attains an 83 final average in PAP English 11 or AP Language and Composition

MUSIC/ART

ADVANCED PLACEMENT MUSIC/ART COURSES

Teacher Recommendation

- Transfer Students – Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.

First Reading: January 22, 2015

Eliminate this policy

POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

PUPILS
5430/page 1 of 1
Class Rank

5430 CLASS RANK

All high school pupils will be assigned a class rank at the conclusion of each school year. The ranking will be a weighted cumulative Grade Point Average (GPA) based on all the courses he or she has taken throughout high school. Four grading scales will be used for determining the academic GPA based on the challenge and demand of the courses.

At the end of the first semester of the senior year the three highest ranked twelfth grade pupils will be officially considered valedictorian, salutatorian, and third honors respective to the order of their ranks. To be selected for these positions, the pupils must have completed a minimum of sixty credits at Hasbrouck Heights High School. A pupil, therefore, must be enrolled in this school by the second semester of grade ten to be considered for one of these honors. For pupils who have failed subjects and have taken make-up courses in an approved summer school program, both grades will be recorded and used in determining the pupil's class rank and GPA.

Rank in class is based upon a pupil's Grade Point Average (GPA) that is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the GPA. Four grading scales are used, adding extra weights for courses as they become more academically demanding and challenging.

Adopted: 20 November 2014



Class Rank in this policy/regulation.

POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
2624/page 1 of 1
Grading System/Policy

2624 GRADING SYSTEM/POLICY

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 20 November 2014



R 2624 GRADING SYSTEM

Elementary School Grades K - Five

The Hasbrouck Heights Board of Education believes that the Elementary School report card should reflect the degree to which a student has mastered the content of the core curricula. As such, it is essential that each individual's grades are calculated and allocated independently of any other student. It is the responsibility of the classroom teacher to utilize multiple assessments to determine a student's degree of mastery regarding the content outlined in the Common Core and New Jersey Core Curricula Content Standards which is the curricula adopted by Hasbrouck Heights School District. Ultimately, the purpose of the Elementary School report card grade is to inform students and parents of the students' attained level of proficiency and mastery of core curricular content.

General Elements of Grading

A student's grade in any course should reflect that student's skill proficiency and essential understanding of core content curricula at all grade levels. A balanced and regular schedule of formative and summative assessments is necessary to determine each student's skill proficiency and essential understanding of core content curricula standards. Rubrics for projects and some assignments will be provided by teachers in advance so students and/or parents/guardians understand the criteria by which students will be graded (e.g., the level of skill proficiency and/or essential understandings required to obtain an "A" or "B" or "C" or the deficiency of skills/essential understandings that constitutes a "D" or "F"). Note that attitude, cooperation, and compliance with classroom rules affect a student's proficiency and essential understandings.

Kindergarten: Grading System

Numerical grades will not be assigned to a student's performance on the report card. Rather, a marking system (detailed below) will be used to rate a student's mastery of (but not limited to) specific academic skills, work habits, and social development. This system is devised to report on a student's attainment of a plethora of skills. It is highly recommended that parents utilize these skills based report cards to assist children at home.

*Kindergarten Marking System: Distributed two times per year

- | | |
|---|---|
| 1 | Independent – Meets expectations, able to work independently |
| 2 | Progressing – Making good decisions |
| 3 | Developing – Developing confidence and requiring some support |
| 4 | Needs Strengthening – Has difficulty completing tasks |
| X | Does not apply at this time |



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 2 of 13
Grading System

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's skill proficiency and essential understanding of core content curricula standards (Common Core and New Jersey Core Curricula Content Standards) as outlined below.

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and oral quizzes, tests, lab write-ups, essays, reports, projects, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum of 6 graded assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the Principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas. For example, teachers in K-3 may use non-written formative and summative assessments to determine student skill levels. Also, teachers of electives may create project-based formative and summative assignments (with rubrics) to assess student progress.
- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 3 of 13
Grading System

- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.
- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 25% of the assessment portion of the grade.

*First through Fifth Grade Marking System for all subjects: Distributed four times per year

A	100 – 94
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D	65 – 69
F	55 – 64 (For first three marking periods)
	<65 (For marking period 4)

Progress reports will be available through GENESIS at the midpoint of each marking period for grades 1-5.

10% Participation: Includes factors such as displaying a positive interest in the classroom/presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

10% Preparation: Includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 4 of 13
Grading System

Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignments is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%.

There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered.

Middle School and High School:

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and/or oral quizzes, tests, lab write-ups, reports, projects, papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at a minimum one of 6 assessments per marking period. Common Assessment will be utilized in all subject areas.
- No one assessment can count for more than 25% of the assessment portion of the grade.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 5 of 13
Grading System

Procedures

- At the mid-point in each marking period, students should have completed a number of formative assessments and summative assessments which will be accurately recorded in GENESIS to reflect each student's skill proficiency and essential understanding of core content curricula standards at that point in the marking period.
- If a student is absent for a summative or formative assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should. Students will have up to three school days (or longer as per the teacher and/or Principal) to complete missed work or assessments.

10% Preparation: includes factors such as displaying a positive interest in the classroom/presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

10% Preparation: Includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%. There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered.

Numerical Grades

When calculating numerical grades, only a decimal remainder equal to or greater than .5 will be rounded up. Below is the grading scale used for converting numerical grades to letter grades.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 6 of 13
Grading System

Grading Scale

A+	97 – 100
A	93 – 96
B+	87 – 89
B	83 – 86
C+	77 – 79
C	73 – 76
D	65 – 69
F	55 – 64 (For first three marking periods) <64 (For marking period 4)

Pass/Fail Grading

Not Applicable. The Superintendent in conjunction with the Building Principal may grant "pass/fail grading" under extenuating circumstances on a case-by-case basis.

Incomplete Grades

Must be resolved within two weeks of the end of Marking Period. The Principal may grant an "incomplete grade" under extenuating circumstances on a case-by-case basis.

Honor Roll: Criteria

The purpose of these criteria is to further motivate students to work to their academic potential and further reward students for their efforts in earning grades of excellence.

High School

Criteria - The criteria for the three levels of honor roles is as follows:

First Honors: All A's (defined as A+, A, A-)

Second Honors: At least three (3) A's (defined as A+, A, A-) and no grade below a B
(numeric 83 or higher)

Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B-
(numeric 80 or higher)

Middle School

Criteria - The criteria for the two levels of honor roles is as follows:

High Honor Roll: A+, A or A- in every subject

Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better



Determination of Class Rank 9 - 12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Grading scales are used adding extra weights for courses that are pre-advanced placement or honors, or college level, dual-enrollment, or advanced placement courses, as these courses are more rigorous and academically challenging. See below.

- Only a student who has enrolled in Hasbrouck Heights High School PRIOR TO OR ON November 1 of that student's grade 9 year will be eligible for consideration as valedictorian, salutatorian, and third honors.
- Effective with the 2013-2014 School Year and thereafter, the three students with the highest GPAs will be designated Valedictorian, Salutatorian, and Third Honors, only after the seventh semester and after the release of seventh semester GPA and percentile rank.
- Effective in School Year 2013-2014 and thereafter, no number ranking (1, 2, 3, 4, etc.) will be provided to students and/or their parents/guardians, or staff members.
- Effective in School Year 2013-2014 and thereafter, rank will only be provided to students and their parents/guardians after the seventh semester at Hasbrouck Heights High School, and rank will only be provided in percentages: 10%, 20%, 30%, etc. to those students and their parents/guardians within those percentages.
- If a college/university requests a number rank, the guidance counselor will provide that number rank to the admissions office only.
- Under no circumstances will a number rank will be provided to any parent/guardian or student who requests that information, either from the Principal or administrator or guidance counselor.
- In determining a transfer student's class rank (a transfer student is defined as a student who enters Hasbrouck Heights High School after November 1 of that student's grade 9 year), only courses defined by the New Jersey Department of Education (NJ DoE) course codes from the student's previous school(s) will be considered for GPA and thus for percentile rank. Transfer students are not eligible for valedictorian, salutatorian, or third honors.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 8 of 13
Grading System

- Effective with School Year 2013-2014 and thereafter, students are encouraged to take enrichment or advanced summer or online classes, but these classes will not be counted in the GPA of those students and thus will not be counted to the percentile rank. These summer and online courses will be placed on a student's transcript only if the summer or online courses are approved by the NJ DoE.
- Effective with School Year 2013-2014, credit recovery and/or online credit recovery courses will be used for GPA and thus percentile rank only when the credit recovery summer or online course is mandated by the Superintendent, Principal, or his/her designee and is approved by the NJ DoE.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the supervisor/administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.
4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive credit for the lower level.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 9 of 13
Grading System

6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

Scheduling and Program Changes

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be permitted do so upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures, and summer school results.
4. Change of teacher will not be honored.

Weighted Grading Scale (Per Credit)

Standard Academic	Honors/Pre-AP Academic	College Level/Dual Enrollment or Advanced Placement
4.6	5.0	5.3
4.3	4.7	5.0
4.0	4.4	4.7
3.6	4.0	4.3
3.3	3.7	4.0
3.0	3.4	3.7
2.6	3.0	3.3
2.3	2.7	3.0
2.0	2.4	2.7
1.3	1.7	2.0
0.0	0.0	0.0



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 10 of 13
Grading System

Quality Points for a Five Credit Course

A+	23.0	25.0	26.5
A	21.5	23.5	25.0
A-	20.0	22.0	23.5
B+	18.0	20.0	21.5
B	16.5	18.5	20.0
B-	15.0	17.0	18.5
C+	13.0	15.0	16.5
C	11.5	13.5	15.0
C-	10.0	12.0	13.5
D	6.5	8.5	10.0
F	0.0	0.0	0.0

Quarterlies - Grades 6 - 12

Common Quarterly assessments are required to be taken by students in grades 6-12 each marking period...

Students who are absent from school on the day of a quarterly is administered must provide the Principal with a verifiable and valid excuse. If the absence is not considered to be valid by the Principal the student will not be permitted to make up the exam and will fail the course for the year.

Examination Exemptions for Grade 12 Students

Exemptions for final examinations will be granted for grade 12 students who, in each course:

Attain a grade of 90 or higher in each of the four marking periods.

Attain a grade of 90 or higher on the first three quarterlies.

Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

AP Courses - In lieu of taking a 4th marking period quarterly in June, students may be required to take an AP test at the time approved by College Board. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).



Teacher Procedures

Teachers will complete the required exhibit for all students who will receive an exemption. A copy of the completed exhibit will be submitted to the guidance counselor and attendance administrator for verification purposes and forwarded to the Principal.

Junior English

Exemptions from 4th quarterly in English 11 or English 11 H will be granted for Grade 11 students who score "Advanced Proficient" on the Language Arts section of the Required State Assessment.

- If the scores are not received from the State of New Jersey before the 4th quarterly period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the State Assessment will receive an "A" as their English 11 final exam grade.

Junior Math

Exemptions from 4th quarterly in Math courses will be granted for Grade 11 students who score "Advanced Proficient" on the math section of the Required State Exam.

- If the scores are not received from the State of New Jersey before the 4th quarterly period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the State exam will receive an "A" as their Grade 11 final Math exam grade.

Calculation of Semester 1 and final grades:
Semester 1

First Marking Period Grade 20%
Fourth Marking Period Grade 20%
Quarterly 1 5%
Quarterly 2 5%



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 12 of 13
Grading System

Semester 2

Third Marking Period Grade 20%

Fourth Marking Period Grade 20%

Quarterly 3 5%

Quarterly 4 5%

Final Grade = (Semester 1 + Semester 2) / 2

Plagiarism

Pupils are expected to be honest in all of their academic work and must not at any time engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Unless authorized by the classroom teacher, no student may use a cell phone during a formative or summative assessment. Use of an unauthorized cell phone or other electronic device (iPod, iPad, etc.) may be construed by the classroom teacher as an act of plagiarism.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized. The penalty for plagiarism and/or cheating is determined by the classroom teacher in conjunction with the Principal and/or Principal's designee. (see Code of Conduct)



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
R 2624/page 13 of 13
Grading System

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

Reprimand the pupil orally and/or in writing. The teacher in conjunction with the Principal and/or Principal's designee may also authorize to withhold credit in the work tainted by the academic dishonesty.

If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Board Policy.

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